



2

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon
Communicative Competence: Theory and Classroom Practice

Individual Accountability

3


Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced With their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

| | | | | | | |
|----|----|---|---|---|---|---|
| 1. | 10 | 9 | 8 | 7 | 6 | 0 |
| 2. | 10 | 9 | 8 | 7 | 6 | 0 |
| 3. | 10 | 9 | 8 | 7 | 6 | 0 |
| 4. | 10 | 9 | 8 | 7 | 6 | 0 |
| 5. | 10 | 9 | 8 | 7 | 6 | 0 |

Laura Terrill, ACTFL ISD 622, 2014

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4






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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

| | |
|---------------------------------------|--|
| Powerpoint Day 1 | |
| Powerpoint Day 2 | |
| Curriculum Design Visual |  diagram-FINAL-Revised with 5cs and ma... Details Download 120 KB |
| ACTFL Proficiency Guidelines |  ACTFLProficiencyGuidelines2012_FINAL... Details Download 219 KB |
| NCSSFL-ACTFL Can Do Statements |  NCSSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB |
| NCSSFL-ACTFL Global Can Do Benchmarks |  NCSSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB |

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Workshop Goal:

5

Learn guiding principles for designing instruction and assessment to advance learner proficiency in the three modes of communication.

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What are your goals for today?

6

This will be a successful PD day if I can.....



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Teaching is

7



*what occurs
outside the
head.*

Ruby Payne

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Learning is

8

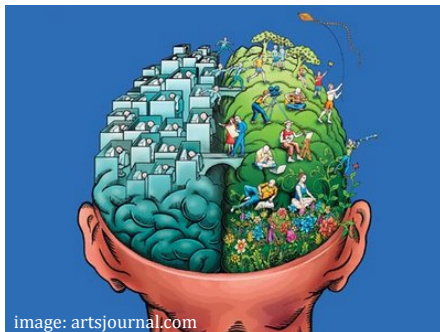


image: artsjournal.com

*what occurs
inside the
head.*

Ruby Payne

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Advanced Placement Exam Format

9

| Section | | Number of Questions | Percent of Final Score | Time |
|--|--|---------------------|------------------------|------------------------------|
| Section I: Multiple Choice | | | | Approx. 95 minutes |
| Part A | Interpretive Communication: Print Texts | 30 questions | 50% | Approx. 40 minutes |
| Part B | Interpretive Communication: Print and Audio Texts (combined) | 35 questions | | Approx. 55 minutes |
| | Interpretive Communication: Audio Texts | | | |
| Section II: Free Response | | | | Approx. 85 minutes |
| Interpersonal Writing: E-mail Reply | | 1 prompt | 50% | 15 minutes |
| Presentational Writing: Persuasive Essay | | 1 prompt | | Approx. 55 minutes |
| Interpersonal Speaking: Conversation | | 5 prompts | | 20 seconds for each response |
| Presentational Speaking: Cultural Comparison | | 1 prompt | | 2 minutes to respond |

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French AP - 2012

10

Presentational Writing: You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

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French AP - 2012

11

- **Presentational Speaking:** You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.
- In your presentation, compare your own community to an area of the French- speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

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Performance towards Proficiency

12



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Communication

13

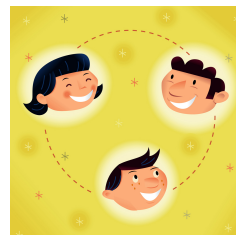
What does it mean to be proficient in a language?

or

How will my students use what I am teaching in a real-life context?

or

Will they really say it on the streets of (Paris)?



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Key Comparisons: Performance & Proficiency

14

Performance

- ☐ Based on classroom instruction
- ☐ Practiced
- ☐ Familiar content and context
- ☐ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Proficiency

- ☐ Independent of specific classroom instruction
- ☐ Spontaneous
- ☐ Broad content and context
- ☐ Sustained performance across all the tasks and contexts for the level

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ACTFL – Proficiency

15

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

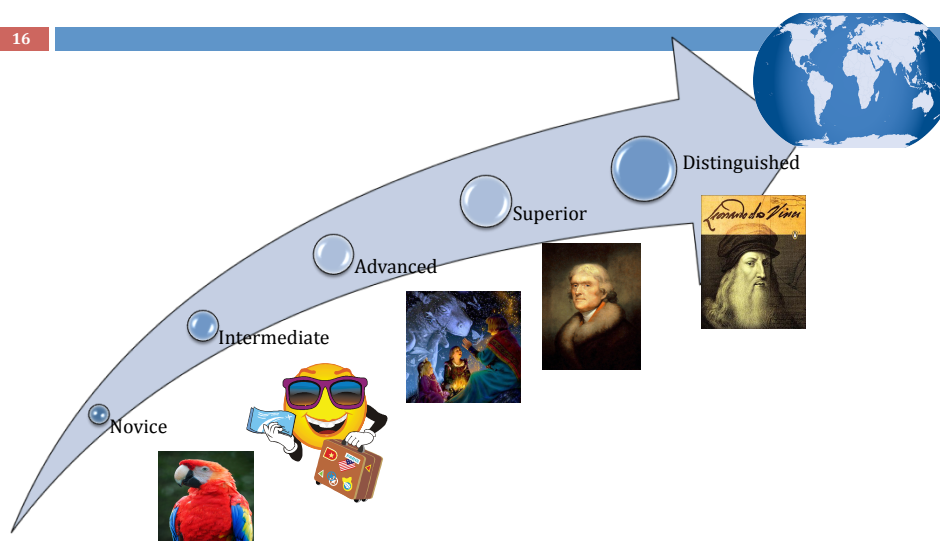
- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

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Chantal Thompson

Continuous growth toward proficiency

16



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Major Levels - Novice

17

The “Parrot”

- Lists with words/phrases
- Makes attempts at conversation
- Memorized language
- Telegraphic
- Limited topic areas

WORD LEVEL



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Major Levels - Intermediate

The “Survivor”

- Creates with language; recombines and adapts learned material to express personal meaning
- Asks and answers questions about familiar topics
- Handles simple situations

SENTENCE LEVEL



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Major Levels - Advanced

19

The “Storyteller”

- ❑ Full conversational partner
- ❑ Speaks with confidence
- ❑ Expands on a variety of concrete topics
- ❑ Narrates and describes in present, past and future time frames
- ❑ Handles a situation with a complication



PARAGRAPH LEVEL

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The **LOW** Sublevel:

20

(Threshold performance)

- ♦ Sustained but skeletal for the level
- ♦ “just hanging on”
- ♦ BARELY there



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The **MID** Sublevel:

21

- ♦ quantity and quality for the level
- ♦ SOLID
- ♦ some features of the next level



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The **HIGH** Sublevel:


22

- ♦ functions most of the time at the next higher level
- ♦ “fall” from above



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23

<http://aappl.actfl.org/demo>

Languages:

- Arabic
- Chinese
- French
- German
- Russian
- Spanish
- ESL

Results:

- Novice 1 – 4
- Intermediate 1 – 5

- Results by mode
- Feedback on how to improve

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Interpersonal Listening/Speaking - Novice

24

| <u>Prompt</u> | <u>Novice-level Response</u> |
|---|--|
| <input type="checkbox"/> Hello! My name is Antonia. What's your name? <input type="checkbox"/> I am from Colombia. Where are you from? <input type="checkbox"/> I'm in my room. Where are you? <input type="checkbox"/> I take English and math classes. What classes do you take? | <input type="checkbox"/> My name Sam. <input type="checkbox"/> I am in the United States. <input type="checkbox"/> in Spanish class <input type="checkbox"/> Science, Spanish, English, math. |

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Interpersonal listening/speaking -Intermediate

25

Prompt

- Let's talk about music. Tell me what kind of music you listen to. Why do you listen to this music?
- I listen to music on my iPod. How do you listen to music?
- Listen to this. This is The Zodiacs - my favorite group. Tell me about a group that is popular with young people in America.
- Your school has music programs, doesn't it? Tell me about one of them. What do the students do who participate in this program?

Intermediate-Level Response

- I like all music, um, without classical music. It is boring.
- Ah, I listen to my music on my telephone, but I have an I-Phone and also I have an I-Pod and, uh, my computer.
- Ah, a group that is very popular with young people in the United States and North America, um, is the Black-Eyed Peas group. All the members in the group are young and the music is, um, very good and all, um, like them.
- Ah, there is a band and an, ah, and, um, piano and guitar classes. Um, many people go to the school in order to see the band.

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Interpersonal-Listening/Speaking - Advanced

26

Prompt

1. It's been great talking to you in Spanish. Tell me, why did you decide to study Spanish? Why did you make that decision?
2. **Do you remember an occasion when you needed to speak Spanish? What happened? Tell me the whole story—I want to know all the details.**
3. How do you plan to continue improving your Spanish? How do you plan to use your Spanish in the future?
4. I want to learn English. Can you recommend a television show that will help me learn English? Why do you think this program will help me improve my English?

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Interpersonal Listening/Speaking Advanced - Response

27

2. Well, I use my Spanish a great deal in my work because I work in a pharmacy where I have to speak with patients that don't speak English almost every week. But one very special time was when I was like nine years old, I think. I was in Cancun, Mexico with my family for Christmas. And we were, um, we went by bus and we wanted to visit the city. Then, we went on the bus and my mother didn't know when we had to leave the bus. Then we were there for like three hours. Then, I, when I was 9 years old, had to talk with the, ah, the uh, the one who drives the bus and he, he finally told me that we forgot to leave the bus two hours ago and he took us to, to the street that we needed and we were very [attempts unsuccessfully to say thankful] because we were the last ones the last ones on the bus and no one else was there and we didn't know what to do. Well, because I could speak Spanish with the, with the man, umm, he drove to, to the street. Thank you.

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Presentational Writing – Advanced

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/>

28

Alejandro Sanz Yesterday, Tuesday, November 15th, 2005, the fans of the Spanish singer Alejandro Sanz, were able to see and hear his idol in person at the Radio City Music Hall in New York City. The tickets were sold out a month ago, and the performance of Alejandro Sanz was superior. As usual, Alejandro sang his most popular songs such as "El Alma al Aire" ("The Soul in the Air"), "Mi Soledad y Yo" ("My Loneliness and I"), "Heroe" ("Heroe"), and more. The concert started on time at 8pm and finished at 11pm. Three excellent hours of an outstanding performance, Sanz, gave to his fans from all over the world. The adrenaline of the fans was high with the romantic voice of the singer. Also, there were some lucky ones who were able to hold hands with their idol, and show their affection by giving to their favorite singer some gifts, such as flowers, teddy bears, chocolate boxes, etc. Furthermore, the price of the tickets were from \$85.00 to \$300.00, and all the tickets were sold out a month ago. There is not doubt the Alejandro Sanz has won his fans' heart. Personally, I believe that Alejandro Sanz is an excellent singer and his sense of humor, his personality, his passion for believing in the true love, makes him a unique singer.

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Presentation Writing – Advanced

29

Alejandro Sanz Yesterday, Tuesday, November 15th, 2005, the fans of the Spanish singer Alejandro Sanz, were able to see and hear his idol in person at the Radio City Music Hall in New York City. The tickets were sold out a month ago, and the performance of Alejandro Sanz was superior. **As usual**, Alejandro sang his most popular songs such as “El Alma al Aire” (“The Soul in the Air”), “Mi Soledad y Yo” (“My Loneliness and I”), “Heroe” (“Heroe”), and more. The concert started on time at 8pm and finished at 11pm. Three excellent hours of an outstanding performance, Sanz, gave to his fans from all over the world. **The adrenaline of the fans was high with the romantic voice of the singer.** Also, there were some lucky ones **who were able to hold hands with their idol**, and show their affection by giving to their favorite singer some gifts, such as flowers, teddy bears, chocolate boxes, etc. **Furthermore**, the price of the tickets were from \$85.00 to \$300.00, and all the tickets were sold out a month ago. **There is not doubt** the Alejandro Sanz has won his fans’ heart. **Personally**, I believe that Alejandro Sanz is an excellent singer and his sense of humor, his personality, his passion for believing in the true love, makes him a unique singer.

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Moving from one level to the next...

30

At any level:

- Perfection is **NOT** the goal
- Need to feel successful within partial control, and push learners (level check – then probe), to get to full control

To get to the next level, focus on:

- Elaboration (more specific and descriptive)
- Narration (connection of ideas, sentences)
- Using language to accomplish the function
- Using language more spontaneously, more independently

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Text Type

Quantity and Organization of Language Expands

31

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



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ACTFL Proficiency Guidelines 2012 - Speaking

32

Novice

- communicate short messages on highly predictable, everyday topics that affect them directly.
- use isolated words and phrases that have been encountered, memorized, and recalled.
- may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Intermediate

- create with the language when talking about familiar topics related to their daily life.
- recombine learned material in order to express personal meaning.
- ask simple questions.
- can handle a straightforward survival situation.
- produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time.
- understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Advanced

- engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest.
- narrate and describe in the major times frames of past, present, and future.
- can deal with a social situation with an unexpected complication.
- speak in paragraphs; the language is abundant.
- sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

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NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

33

| Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High |
|--|---|---|---|--|---|
| I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. | I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. | I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. | I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. |

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NCSSFL-ACTFL Global Benchmarks Presentational Writing

34

| Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High |
|---|---|---|--|---|--|
| I can copy some familiar words, characters, or phrases. | I can write lists and memorized phrases on familiar topics. | I can write short messages and notes on familiar topics related to everyday life. | I can write briefly about most familiar topics and present information using a series of simple sentences. | I can write on a wide variety of familiar topics using connected sentences. | I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames. |

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AAPPL Score Description – Int 3

| 35 Interpretive | Interpersonal | Presentation |
|---|---|---|
| <p>Your AAPPL Interpretive Reading/Listening score of I-3 means that you understand main ideas and supporting facts in short passages on familiar topics. You may need to read/hear complex passages more than once. Context clues or prior knowledge may help you understand what you read/hear.</p> | <p>Your AAPPL Interpersonal Listening/Speaking score of I-3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.</p> | <p>Your AAPPL Presentational Writing score of I-3 means that you write about yourself and your life. You write well enough to accomplish what you need and pose a variety of questions. You can write some longer sentences and connect some sentences together. You do all of this in a way that your teacher and others who are used to the writing of language learners readily understand your writing.</p> |

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Cinderella



Level I

Cinderella is a girl. She isn't happy. She works a lot. Her mother doesn't like Cinderella. She has two sisters. They don't like Cinderella. There is a ball. Cinderella doesn't go to the ball....

Level II

Cinderella is a poor young girl. She has two sisters who are not nice. And her mother doesn't like her much. One day the family is going to go to the ball at the king's castle. Cinderella can't go because she doesn't have a pretty dress....

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Level 3



Once upon a time there was family of two sisters and their mother. They had a step-sister, Cinderella. The mother loved her two ugly and mean daughters, but she didn't like Cinderella, who was beautiful and nice. One day, the king invited all the young girls to meet his son, the prince. But Cinderella, who didn't have anything nice to wear, couldn't go....

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Level 4



Once upon a time there was a family composed of a mother and her two mean and ugly daughters. In the small house lived Cinderella, the step-sister, who had to do all the household chores. Because of her great charm and beauty, Cinderella was hated by her step-mother and two step-sisters who were jealous. One day, there was an invitation sent by the king, who was giving a grand ball at the castle in honor of his son. All the young girls of the kingdom were invited; except Cinderella who, not having anything to wear for such a rich ball, could not attend....

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Level 5



Once upon a time there was a girl named Cinderella whose step-mother made her work all day long. But her two vain and lazy step-sisters would only walk around in their beautiful dresses making fun of Cinderella who was always dressed for doing household chores. One day, a letter arrived from the king who was making preparations for a grand ball at which his son would choose his future bride from among all the young girls of the kingdom. Cinderella really wanted to attend but couldn't because all she had were the old charwoman clothes she was wearing.

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Spiral the Topic: Family



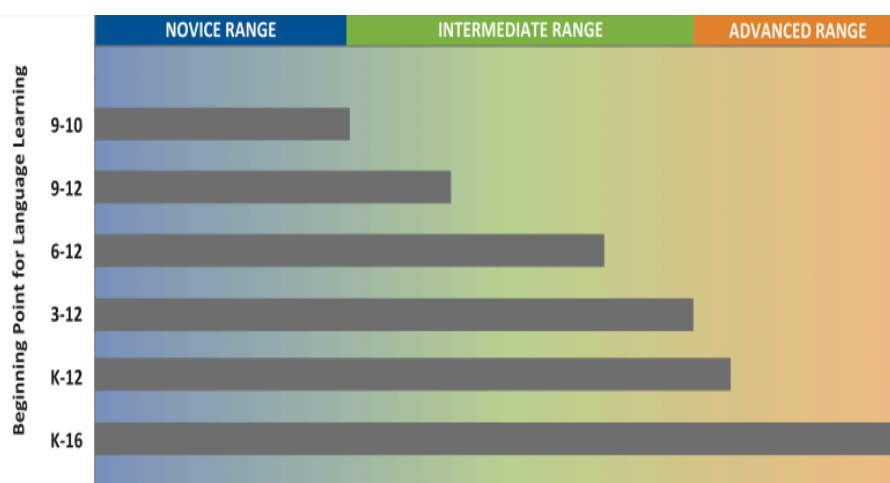
40

| Novice Mid – High | Intermediate Low | Intermediate Mid-High | Advanced Low |
|--|---|---|---|
| <ul style="list-style-type: none"> Who are the people in this picture? Describe them. What do they like to do? What don't they like to do? | <ul style="list-style-type: none"> What are the members of this family doing? What questions would you like to ask about this family? | <ul style="list-style-type: none"> This family spends time together each week. What traditions exist in your family? Explain one tradition in detail. What are you currently doing to create or continue family traditions? What traditions will you establish when you have a family of your own? Describe a tradition that you hope will exist in your future. | <ul style="list-style-type: none"> Many believe that families who have strong traditions have a better quality of life. Do you agree or disagree with this belief? What impact would stronger families have on our society? Support your opinions with specific examples. |

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Time as a Critical Component for Developing Language Performance and Proficiency

41

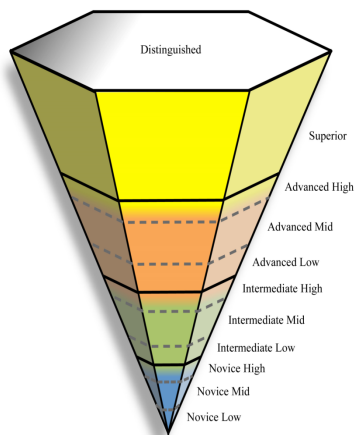
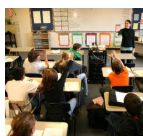


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What learners demonstrate in the familiar context of the instructional setting...

42

points toward a targeted proficiency level



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Your “apple save” moment....



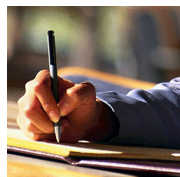
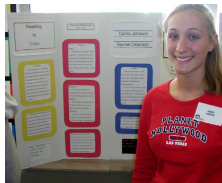
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Three Modes of Communication

44



Interpretive



Presentational



Interpersonal

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Interpretive Mode: Characteristics

45

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

46

| is not | is |
|---|--|
| translation. | context-driven understanding (gist). |
| a hunt for trivial details. | whole picture; mediating meaning with the text; a focused task. |
| glossed readings; teaching all new vocabulary first. | familiar words in new context; and new words in a familiar context. |
| reading, listening or viewing from the reader's perspective only. | using the author's perspective and cultural perspective. |
| reading word for word. | re-phrasing chunks; retelling; predicting; and using structural clues. |

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Importance of Authentic Texts

47

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



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Le blobfish, que l'on pourrait traduire par «poisson-tache» , existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

48
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CHIEN PERDU

le 7 juillet 2011 à Torcy (77200)

perdu Husky de Sibérie

femelle marron et blanc

tatouage, puce: oui, mais étrangers!

La chienne est identifiée par puce électronique donc si vous la trouvez amenez-la chez un vétérinaire qui scanner la puce et aura les informations.

Si vous avez la moindre information, s'il vous plaît contactez nous

Mathilde, Tél: 07.86.51.86.54

Tatiana, Tél: 02.37.34.73.84

Email: olya.kravtsova@gmail.com

Récompense

Ne restez pas indifférent. Demandez à vos amis, peut-être quelqu'un d'eux a vu ce chien. Merci beaucoup.

Se busca Poodle

Responde al nombre de "PELUDO"

Porta un collar color Rojo y una placa con su nombre.

Fue visto por última vez frente al estadio de Rangers.

Por favor, si lo ven llamen a uno de los siguientes números, gracias.



74095582 ó 78660783



Se ofrece recompensa económica.

Complex Thinking — Simple Language

50



No soy un abrigo.

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Helena Curtain

Before Reading

51



- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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During Reading

52



- Guided
- Active
- Silent
- Individual

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After Reading

53

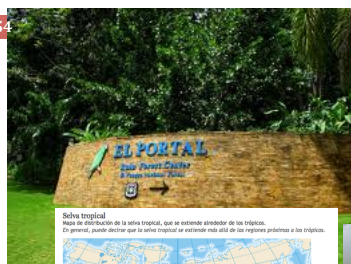


- clarify
- reinforce
- extend knowledge

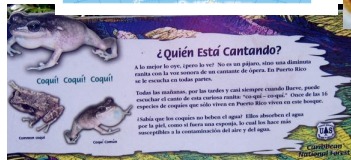
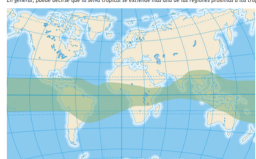
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In Search of the Coquí

54



Silva tropical
Hacia la distribución de la silva tropical, que se extiende alrededor de los trópicos.
En general, puede decirse que la silva tropical se extiende más allá de las regiones próximas a los trópicos.



¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playera" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

Laura Terrill, ACTFL ISD 622, 2014

In Search of the Coquí

55

Students will travel to various sites in Puerto Rico in search of the elusive coquí. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coquí. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coquí.

Laura Terrill, ACTFL ISD 622, 2014

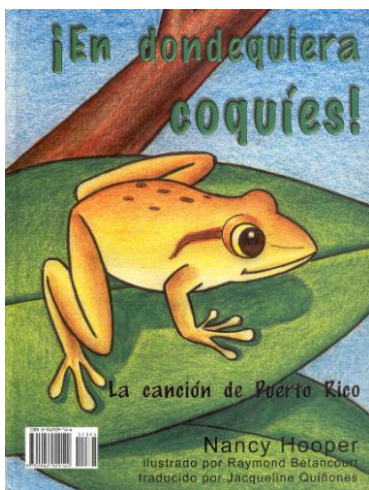
| | |
|-----------------------------------|--|
| Language and Level / Grade | Spanish Novice Mid- High |
| Theme/Topic | Contemporary Life – In Search of the Coquí |
| Essential Question(s) | <ul style="list-style-type: none"> •How do we begin to understand another place? •Why is the rainforest so important? |
| Goals | <p>Students will be able to:</p> <ul style="list-style-type: none"> •locate and name traits common to rainforests; compare local natural areas to rainforests •discuss activities common to Puerto Rico identifying those things that they want to do •explore websites for information on Puerto Rico and the El Yunque rainforest •create an informational story that makes others aware of Puerto Rico and the beloved coquí |

Laura Terrill, ACTFL ISD 622, 2014

Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper
ISBN 0942929144

57



A
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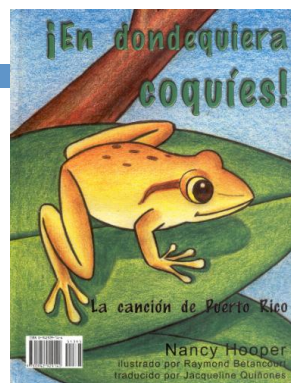
Laura Terrill, ACTFL ISD 622, 2014

A.C.T.I.V.E.

58

Ask Questions

*Moving from text explicit to
text implicit*



Who?
Where?
If....then?

What?
Why?
Who can?

When?
Which would?
How did?

Laura Terrill, ACTFL ISD 622, 2014

A.C.T.I.V.E.

Ask Questions

59

All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name “co-quí, co-quí, co-quí,” soon after they were born.

All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquís, the parrots chattered all day....but slept all night. Or tried to.

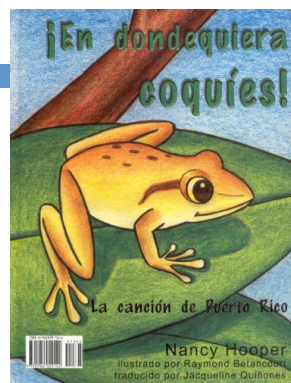
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A.C.T.I.V.E.

60

Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

| | |
|------------------|----------------|
| Interesting idea | I'm confused |
| I disagree | Important idea |
| I remember | I'm surprised |
| I wonder | |

Laura Terrill, ACTFL ISD 622, 2014

A.C.T.I.V.E

61

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

But the coquíes were coquíes and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."

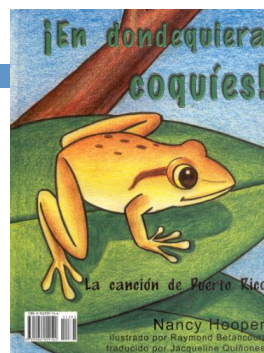
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A.C.T.I.V.E

62

Track Down

Determine the most important ideas and themes.



Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

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A.C.T.I.V.E

Track Down

63

Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

But they really frightened the little coquís! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquís silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

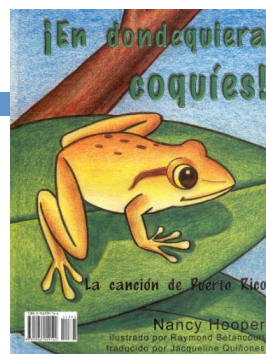
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A.C.T.I.V.E.

64

Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.



Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

Laura Terrill, ACTFL ISD 622, 2014

A.C.T.I.V.E

Making Inferences

65

The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquíes had to hop through the night.....

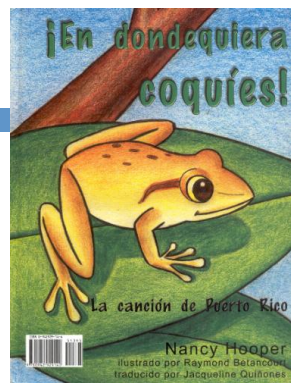
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A.C.T.I.V.E

66

Visualizing

Create visual and other sensory images during and after reading.



Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

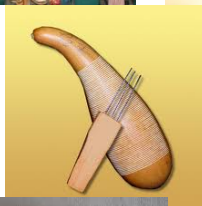
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A.C.T.I.V.E

Visualizing

67

claves
güiros
maracas
cuatros
vejigante masks
santos



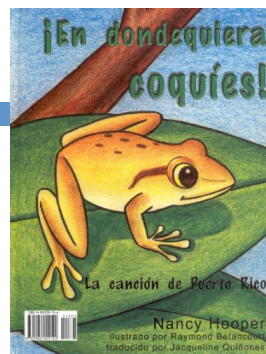
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A.C.T.I.V.E

68

Eureka!

Retell or synthesize what has
 been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

Laura Terrill, ACTFL ISD 622, 2014

R.A.F.T

69

| Role | Audience | Format | Topic |
|-----------------------|----------|--------|---|
| parrot | coquís | letter | Complaining about the noise |
| parrot | coquís | song | Begging them to return |
| coquís | parrots | note | Apologizing for keeping them awake |
| people of Puerto Rico | coquís | poem | Expressing how much you love their sounds and what they mean to you |
| ? | ? | ? | ? |

Laura Terrill, ACTFL ISD 622, 2014





Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.


Laura Terrill, ACTFL ISD 622, 2014


<http://www.elboricua.com/BoricuaKids.html>

71

1  Read

3  Remember

2  Cover

4  Retell

Laura Terrill, ACTFL ISD 622, 2014

Proof for / Proof against

72

| Proof For | | Proof Against |
|-----------|---|---------------|
| | Juan Ponce de Leon was born in Puerto Rico. | |
| | Puerto Rico was the name of the island when Christopher Columbus arrived. | |
| | Juan Ponce de Leon was very talented. | |

Laura Terrill, ACTFL ISD 622, 2014

Magnet Summaries

73

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer
Columbus
colony Puerto Rico
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

Laura Terrill, ACTFL ISD 622, 2014

Buehl, 2001

Assessment in Target Language or English?

74

| Alimenti e bevande | Kcal | Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie | |
|---|------|---|-------------------|
| | | Donna (peso 60 kg) | Uomo (peso 73 kg) |
| <ul style="list-style-type: none"> Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate | 300 | 115 minuti | 95 minuti |
| <ul style="list-style-type: none"> Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10) | 350 | 135 minuti | 110 minuti |
| <ul style="list-style-type: none"> Panino con hamburger al doppio formaggio | 450 | 170 minuti | 140 minuti |
| <ul style="list-style-type: none"> Patatine fritte (porzione media da fast food) | 340 | 130 minuti | 110 minuti |
| <ul style="list-style-type: none"> Una porzione di profiterol (g 100) | 280 | 110 minuti | 90 minuti |
| <ul style="list-style-type: none"> Una lattina di bibita zuccherata (330 cc) | 130 | 50 minuti | 40 minuti |

Laura Terrill, ACTFL ISD 622, 2014

Interpretive Assessment

75



El coquí es de Puerto Rico. Su nombre científico es **Eleutherodactylus**. Eleutherodactylus quiere decir el de los dedos libres, pues no tiene membranas entre sus dedos. Para mí, tiene también el alma libre, pues, le gusta andar suelto y cantar a su antojo por entre las hierbas.

Hay 16 diferentes especies; sin embargo, solamente dos producen el sonido "co-quí". Los hay terrestres y arbóreos.

Todos los coquíes tienen "almohaditas" en las puntas de los dedos de pies y manos. Los coquíes no pasan por la etapa de renacuajo y salen del huevo, siendo una copia pequeñita de sus padres.

El canto del coquí es un canto melodioso y fino. Quién lo escucha y nunca lo ha visto cree que es un delicado pajarito. Su canto es como un suave arrullo que puebla las noches de nuestra patria borincana.

Laura Terrill, ACTFL ISD 622, 2014

<http://home.coqui.net/sendero/popupcoqui.htm>

Interpretive Assessment

76

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Laura Terrill, ACTFL ISD 622, 2014

<http://home.coqui.net/sendero/popupcoqui.htm>

Interpretive Assessment

translated using google translate

77

The coqui is Puerto Rico. Its scientific name is Eleutherodactylus. Eleutherodactylus means the fingers of the free, as it has webs between their fingers. For me, it also has free soul would you like to ride loose and sing at will by the weeds.

There are 16 different species; however, only two produce the sound "co-kee". Some are terrestrial and arboreal.

All coquíes have "little pillows" on the tips of fingers and toes. Coquíes not go through the tadpole stage and hatch, with a tiny copy of his parents.

The singing of the coqui is a sweet and fine singing. Who listens and never has been believed to be a delicate bird. Her singing is like a soft lullaby that fills our nights borincana homeland.

Laura Terrill, ACTFL ISD 622, 2014

<http://home.coqui.net/sendero/popupcoqui.htm>

ACTFL Interpretive Comprehension Task Guide

78

Key Word Recognition. Find in the article the word/phrase in the target language that best expresses the meaning of each of the following English words/phrases.

- species
- scientific
- song
- a free soul
- hasn't seen

Main Idea(s). Using information from the article, provide the main idea(s) of the article in English.

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ACTFL Interpretive Comprehension Task Guide

79

Supporting Details. Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

1. Coquí sound like parrots.
2. There are 16 varieties of coquí that sing “co-quí”.
3. Coquí sing mostly at night
4. Coquí are hatched looking like their parents.
5. Many Puerto Ricans think the song of the coquí is like a lullaby.
6. Coquí live only in trees.
7. The sound of the coquí is heard only in Puerto Rico.

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ACTFL Interpretive Comprehension Task Guide

80

Guessing Meaning from Context. Based on this passage write what the following 3 words/expressions probably mean in English.

1. solamente dos producen
2. la etapa de renacuajo
3. terrestres y arbóreos.

Inferences. “Read/listen/view between the lines to answer the following questions, using information from the text.

Why would the coquí frog need clean water?

Laura Terrill, ACTFL ISD 622, 2014

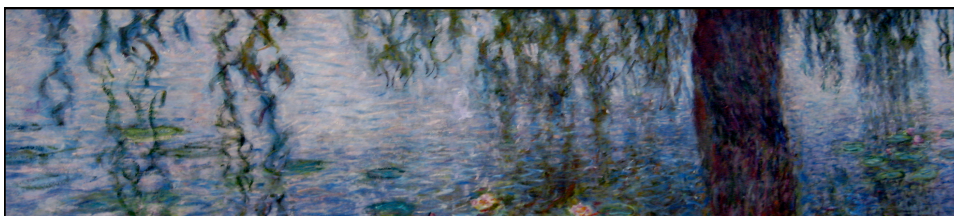
81

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani

Laura Terrill, ACTFL ISD 622, 2014



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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Laura Terrill, ACTFL ISD 622, 2014